



**USU-REH 6170 Syllabus
Counseling Internship I (4 credits)
Fall Semester 2024**

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REH 6170 Counseling Internship I

Semester/Year: Fall 2024

Course Location: Online Zoom Classroom, students will access the classroom through the course link in CANVAS

Course Class Time: Tuesday 5:00-7:00 pm (MT) or Tuesday 7:15-9:15 pm (MT)

Credit Hours: 4 credit hours

COURSE DESCRIPTION

The Rehabilitation Counseling Internship provides students with the opportunity to practice the theories, approaches, and skills developed in previous coursework and experiences. The purpose of this course is to provide students with a supervised field experience in a rehabilitation or related counseling setting. During this semester students are expected to spend a minimum of 300 of the total 600 required internship hours in an approved setting such as a state office of rehabilitation services, independent living center, a college or university disability resource center, a mental health counseling program, Deseret Industries, Goodwill, a supported employment training center, or other agency setting approved by the internship coordinator. Students receiving RSA scholarships are required to have an experience working in the state VR system either as a practicum or internship student. Forty percent, or a minimum of 120 hours this semester and 240 hours total, need to be spent providing direct services to individuals with disabilities.

READINGS

Selected readings will be posted in Canvas. Supplemental readings can also be downloaded from the course website. Students must complete all readings prior to the class period for which they are assigned and come prepared to discuss the readings in class. Students should expect to study the readings as necessary to understand the material. If you are having trouble with CANVAS, contact CANVAS Support at (877) 399-1958.



Additional References: Students may refer to texts used in their REH 6130- Rehabilitation Counseling Skill Development and REH 6200-Theories of Counseling Applied to Personas with Disabilities courses. Selected readings for class assignments will be posted in CANVAS.

Optional Texts: *Certified Rehabilitation Counselor Examination Preparation, Third Edition* by Fong Chan, Malachy Bishop, Julie Chronister, Eun-Jeong Lee, Chung-YI Chiu

STUDENT LEARNING OUTCOMES and CACREP STANDARDS

Student Learning Outcomes

By the end of the Rehabilitation Counseling Internship students will have developed and strengthened:

- The ability to establish and maintain effective counseling relationships. At least 240 hours of the internship time (600 total hours required) needs to be spent engaged in direct client service. For internship students, this may include limited time observing other professionals working with clients but should primarily spent providing direct services to clients with disabilities. See Internship Manual for additional clarification and examples of direct client contact activities.
- The ability to conceptualize and integrate a client's personal, social, vocational, medical and environmental situation.
- Formulate sound and realistic rehabilitation plans, make optimum use of available rehabilitation services, and evaluate the progress of clients in their rehabilitation plan.
- Plan and organize work, write reports, and maintain adequate records.
- Form effective relationships with rehabilitation clients, staff, supervisors and external agency professionals.
- The ability to assess and draw accurate inferences about clients from observing their behavior both inside and outside of the counseling situation.
- The capability to interpret vocational tests and other information to clients and other professionals.
- Perform rehabilitation counseling tasks with a minimum of supervision.
- Maintain professional and ethical standards in work responsibilities and relationships.



CACREP Standards Addressed in this Course

- Section 2.F.5.b- a systems approach to conceptualizing clients
- Section 2F.5.f- counselor characteristics and behaviors that influence the counseling process
- Section 2F.5.g- essential interviewing, counseling, and case conceptualization skills
- Section 2F.6.b- dynamics associated with group process and development
- Section 2F.6.c- therapeutic factors and how they contribute to group effectiveness
- Section 2F.6.d- characteristics and functions of effective group leaders
- Section 3.A- Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- Section 3.B- Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- Section 3.C- Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- Section 3.D- Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- Section 3.E- In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
- Section 3.J- After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- Section 3.K- Internship students complete at least 240 clock hours of direct service.
- Section 3.L- Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- Section 3.M- Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.



General Course Policies

Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students are expected to participate in all Adobe connect sessions in a professional manner. Students should minimize distraction by turning off other electronic devices (e.g. televisions, cell phones, etc.) and minimizing other Internet web pages while class is in session. Students are required use the raise hand feature on adobe connect to ask questions and dialogue with the instructor. Students are also required to participate in in class group activities. During these discussions, students must use their microphone. Please remember to mute the adobe connect microphone when you are not speaking.

Learning Environment

Proper decorum is to be observed in the virtual classroom, as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructor, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

1. Refrain from the use of excessive profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Respect your peers (e.g., do not judge opinions or monopolize the discussion thread).
3. Sharing of personal experiences is encouraged in the context of the course material. However, the instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the class setting.
4. Remember, cameras are required for full participation. Some classes may require the camera to be on all the time, other courses may require limited or no cameras. However, we encourage you to **consider your actions and environment** while on camera that may impact the learning environment for the class.
 - a. It may be necessary for you to arrange options for child care and pet care to minimize distractions.
5. Assignments are due on the dates noted in the course syllabus. This will typically be Sunday by 11:59 pm MST, unless otherwise noted. If a student is late on more than 6 assignments during the semester the students will not receive a passing grade and must repeat the course.
6. Audio signals on cell phones, pagers, and watches should be turned off, or, if you must be available, set them to vibrate. If you get a call that you need to take, take it outside of the “classroom”. Leave and return quietly with as little disruption as possible.
7. Please use your laptop only for class activities or discussions.



Professional Performance Standards

Part of performing at your best level in this program will require a high degree of self-awareness. The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy...

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.

Additionally, the Code of Professional Ethics for Rehabilitation Counselors (CRCC, 2017; https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf) states:

Section D.3.a - IMPAIRMENT. *Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

If you feel you are struggling in any way, we as faculty encourage you to reach out to us. We will work together to find suitable methods for supporting you.

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC, see the code of ethics page referenced above). More specific to this class and the overall rehabilitation counseling program, specific Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately



9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

The rehabilitation counseling program has also adopted a set of professional dispositions to be demonstrated by all students. The professional dispositions include:

- Self-awareness, including humility, self-reflection, and understanding of place in history
- Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- Openness to idea, learning, change, giving and receiving feedback, others, and self-development
- Respect to self and others, including honoring diversity, self-care, and wellness

Skills: At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns you may have.

Professional Writing: At graduate school and as a professional, it is expected that we be able to communicate clearly with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797 - 2712, or Email: usuwritingcenter@gmail.com. More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>

Attendance: Students are expected to attend all adobe connect sessions. Attendance is a critical aspect of student success and classroom engagement. Students should let the professor know in advance if they need to be absent. In the event of a personal emergency, getting word to the professor about personal absences, as soon as possible, is appreciated. Should absences occur, students are expected to follow-up with peer colleagues regarding missed content, and then with the instructor for consultation, if further elaboration on content is needed.

Participation: Students are expected to participate in all teaching activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall learning environment whether we are meeting online or in-person. Students are expected to demonstrate respect for one another in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.



Utah State University Campus Policies (<https://studentaffairs.usu.edu>)

Utah State University (USU) is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination, and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services and victim advocacy. [Learn more and access information and forms for reporting an incident to USU.](#)

Accommodations for Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Their website can be found at: <https://www.usu.edu/drc/>

Emotional and Mental Wellbeing:

Graduate school can be a very stressful experience. Utah State University has a mission to support students in all facets of life including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, 435-797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD at justin.barker@usu.edu. Services you may be eligible for include:

- Consulting, referral, and therapy via video conferencing
- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.



If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Title IX – Sexual Misconduct and Discrimination

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (<https://www.usu.edu/policies/339/> (Links to an external site.)) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here: <http://aaeo.usu.edu>.

If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at 435-797-7273 or see their website at www.usu.edu/saavi/, or contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.

Additional Resources

Emergency services for trauma or life-threatening situations, please call 911.

[National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255).

[Sexual Assault and Anti-Violence Information office \(SAAVI\)](#): 435-797-7273

Domestic Violence services –

- [National Domestic Violence Hotline](#)
 - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
 - 24-Hour Cache Valley Crisis Line: 435-753-2500.

[Utah State University Rehabilitation Counseling Master's Program](#)

- Kris Wengreen, Advisor kris.wengreen@usu.edu or 435-797-3246



Grading Guidelines and Policies

Course Assignments and Grading

Attendance and Participation (100 points):

Attend and participate in weekly internship classes. Students need to come to class prepared to either present or evaluate a counseling session. Case conceptualizations will be posted in Canvas for review prior to class. **Attendance Policy:** This class is dependent on peer feedback and participation during the designated class time. Groups are small to help facilitate participation and honest constructive feedback. Missing more than 2 classes for any reason will require a meeting to discuss the feasibility of continuing in the class.

Weekly Summaries (10 points each):

Complete a weekly summary and submit electronically in Canvas each week. Summaries are due by Monday of the following week. Summaries should reflect your personal experiences, insights, and validate work on internship objectives. Summaries should be no longer than two pages and reflect your personal experiences, thoughts and written work. Total hours spent each week need to be listed as well as how many of those hours were spent in direct client contact. Students will use the weekly summary form posted in Canvas.

Video Recordings (200 points):

Video record two counseling sessions for evaluation by instructors and feedback from peers. **The following guidelines must be followed in submitting video recordings.**

- The counseling sessions must be a minimum of 20 minutes in length.
- There must be adequate sound. We need to hear what is being said by both the counselor and the client.
- We must be able to see both you and the client. Please remember that if you are sitting in front of a window, or backlighting is too bright, we will not be able to see you.
- Recordings will be uploaded in a specific USU BOX folder that is only available to class members. Videos are due by the date listed on the Course Schedule. If students have problems uploading a video they can call the USU Help Desk for assistance (435-797-4357).
- Students will upload a **Case Conceptualization** in Canvas as an assignment. Students will also complete a **Counseling Skills Evaluation Rubric** filled out by both the student and site supervisor and a **Consent to Counsel Form** filled out by the client.

Peer Evaluations (10 points each):



Complete a peer Counseling Skills Evaluation Rubric for each of the counseling sessions viewed in class. This document can be found in Canvas and will be uploaded as an assignment by the Monday following each video. (All peer evaluations must be submitted in order to pass the class.)

Group Counseling Discussion Assignments (50 points):

In addition to the development of individual counseling skills, students will develop and apply group counseling skills. Students will prepare to lead or co-lead a counseling or psychoeducational group. This must include a minimum of 5 group sessions. (If the student is working with a closed group the student will need to participate in the group for the established time period even if this goes beyond 5 sessions.) **This semester** students will review group counseling skills and complete an initial Group Work Planning Guide in preparation for their group work experience **next semester**.

Final Paperwork (100 points):

Complete and submit the required final paperwork with the Internship Portfolio. This includes:

- **Internship Experience Time Sheet:** signed each week by the internship site supervisor.
- **Reflection on Learning Objectives Paper:** this 3-5 page (APA format) reflection paper should summarize your personal internship experience this semester and the progress you made related to your learning objectives. If you were unable to accomplish your objectives, you should discuss why. Include personal and professional reflection and self-evaluation as to how you have developed, changed, or progressed as a rehabilitation professional. Reflection paper should represent your personal thoughts and written work.
- **Site Supervisor Evaluation** should be completed by the site supervisor and reviewed with the student. This evaluation should be included in the Internship Portfolio.

Internship Portfolio:

Students will be given access to a personal electronic Internship Portfolio in USU BOX. All required paperwork and assignments must be included in the portfolio to receive internship credit. To receive a passing grade at the end of the semester **Portfolios must be submitted no later than Monday, December 9, 2024.**

Late Work:

If a student is late on more than 6 assignments during the semester the student will not pass and must repeat the course.



Course Pass/Fail Grading Criteria

Points will be earned for the above assignments and grades will be based on the following Pass/Fail criteria. In order to pass the class students must demonstrate satisfactory performance in the following areas:

1. **Attendance and Participation:** missing more than 2 classes for any reason will require a meeting to discuss the feasibility of continuing in the class.
2. **Assignments:** including quality and timeliness. Students that are late on more than 6 assignments during the semester will not pass the course.
3. **Professional Behavior:** including feedback on site supervisor evaluations and discussions with site supervisor.
4. **Professional Development Plan:** any concerns that need to be addressed will be formally discussed as part of a Professional Development Plan. If a Professional Development Plan is required, student's response to the plan will determine final grade.

Special Education and Rehabilitation Department Policies for Grading Guidelines

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.
3. All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program (a USU Graduate School policy).

Academic Honesty

It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Notice of Academic Dishonesty

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honest, the following information is quoted from the code of Polices and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

- A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other



assignments; Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.

- B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
- C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials
(<http://catalog.usu.edu/content.php?catoid=12&navoid=3140&hl=Integrity&returnto=search>).

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.

[Learn more about the USU student code of conduct.](#)

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances

(<https://studentconduct.usu.edu/studentcode/article7>).

Disclaimer

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rationale for changes. In the event changes are made, the amended syllabi will be discussed in class and uploaded into CANVAS.

See Following Page for Course Schedule



REH 6170 Internship I Fall 2024 Course Schedule

All assignments are due at the end of the assigned week (Sunday by 11:59 pm, due date is in bold text.)

Week #1 (8/26-**9/1**): Review course structure and syllabus

- Reading(s): Practicum/Internship Manual and Course Syllabus
- CACREP Standards: Section 3
- Assignments Due: Learning Objective Evaluation Assignment, Weekly Summary

Week #2 (9/2-**9/08**): Discuss student learning objectives

- Reading(s): Practicum/Internship Manual and Course Syllabus
- CACREP Standards: Section 3
- Assignments Due: Weekly Summary

Week #3 (9/09-**9/15**): Class Discussion: Students facilitate case conceptualization discussion

- Reading(s): Review Case Conceptualization Process Slides posted in CANVAS
- CACREP Standard: Section 3
- Assignments Due: Weekly Summary

Week #4 (9/16-**9/22**): Class Discussion: Students facilitate case conceptualization discussion

- Reading(s): Review Case Conceptualization Process Slides posted in CANVAS
- CACREP Standards: Section 2.F.5.a, Section 2.F.5.b, Section 2.F.5.f, Section 2.F.5.g, Section 2.F.5.n, Section 3
- Assignments Due: Weekly Summary

Week #5 (9/23-**9/29**): Class Discussion: Counseling profession certification and licensure

- CACREP Standards: Section 2.F.5.a, Section 2.F.5.b, Section 2.F.5.f, Section 2.F.5.g, Section 2.F.5.n
- Assignments Due: Weekly Summary, **First Internship Video and Case Conceptualization**

Week #6 (9/30-**10/6**): Class Discussion: Counseling theory applied to current clients

- CACREP Standards: Section 2.F.5.a, Section 2.F.5.b, Section 2.F.5.f, Section 2.F.5.g, Section 2.F.5.n, Section 3
- Assignments Due: Weekly Summary, Counseling Skills Evaluation Rubric (Self-Evaluation)



Week #7 (10/7-10/13): Review and discuss student video and counseling theory

- Reading(s): Case Conceptualization for peer video posted in CANVAS
- CACREP Standards: 2.F.5.a, Section 2.F.5.b, Section 2.F.5.f, Section 2.F.5.g, Section 2.F.5.n, Section 3
- Assignments Due: Weekly Summary, Counseling Skill Evaluation Rubric for Peer

Week #8 (10/14-10/20): Review and discuss student video and counseling theory

- Reading(s): Case Conceptualization for peer video posted in CANVAS
- CACREP Standards: 2.F.5.a, Section 2.F.5.b, Section 2.F.5.f, Section 2.F.5.g, Section 2.F.5.n, Section 3
- Assignments Due: Weekly Summary, Counseling Skill Evaluation Rubric for Peer

Week #9 (10/21-10/27): Review and discuss student video and counseling theory

- Reading(s): Case Conceptualization for peer video posted in CANVAS
- CACREP Standards: 2.F.5.a, Section 2.F.5.b, Section 2.F.5.f, Section 2.F.5.g, Section 2.F.5.n, Section 3
- Assignments Due: Weekly Summary and Counseling Skill Evaluation Rubric for Peer

Week #10 (10/28-11/3): Review and discuss student video and counseling theory

- Reading(s): Case Conceptualization for peer video posted in CANVAS
- CACREP Standards: 2.F.5.a, Section 2.F.5.b, Section 2.F.5.f, Section 2.F.5.g, Section 2.F.5.n, Section 3
- Assignments Due: Weekly Summary and Counseling Skill Evaluation Rubric for Peer

Week #11 (11/4-11/10): Class Discussion: Applying counseling theory and skills, and Group Work Planning Guide

- Reading(s): Selected Group Counseling reading posted in CANVAS
- CACREP Standards: 2.F.5.a, Section 2.F.5.b, Section 2.F.5.f, Section 2.F.5.g, Section 2.F.5.n, Section 3
- Assignments Due: Weekly Summary, **Second Internship Video, Case Conceptualization and Counseling Skills Evaluation Rubric (Self-Evaluation)**

Week #12 (11/11-11/17): Class Discussion: Group Counseling Skills

- Reading(s): Selected Group Counseling reading posted in CANVAS
- CACREP Standards: 2.F.5.a, Section 2.F.5.b, Section 2.F.5.f, Section 2.F.5.g, Section 2.F.5.n, Section 3
- Assignments Due: Weekly Summary,



Week #13 (11/18-**11/24**): Class Discussion: Group Counseling Skills

- Reading(s): Selected Group Counseling reading posted in CANVAS
- CACREP Standards: Section 2F.6.a, Section 2F.6.b, Section 2F.6.c, Section 2F.6.d, Section 2F.6.e, Section 3
- Assignments Due: Weekly Summary and Counseling Skill Evaluation Rubric for Peer

Week #14 (11/25-**12/1**): **No Class Thanksgiving Holiday**

- Reading(s): Selected Group Counseling reading posted in CANVAS
 - CACREP Standard: Section 2F.6.a, Section 2F.6.b, Section 2F.6.c, Section 2F.6.d, Section 2F.6.e, Section 3
- Assignments Due: Weekly Summary, Counseling Skill Evaluation Rubric for Peer and initial Group Work Planning Guide

Week #15 (12/2-**12/8**): Review Student Learning Objectives and share ideas related to Group Work Planning Guides

- Reading(s):
- CACREP Standards: Section 2F.6.a, Section 2F.6.b, Section 2F.6.c, Section 2F.6.d, Section 2F.6.e, Section 3
- Assignments Due: Weekly Summary

Week #16 (**12/9**-12/15): **Finals week: No class**

- Assignments Due: **Internship Portfolio due on Monday December 9, 2024**